

Area of Experience: Home Econimics

HE

At Junior Certificate level I can:

- | | |
|--|--|
| 3 Child Care
Describe and demonstrate the practice skills needed to care for a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Child Development
Describe the basic physical, mental and emotional development of the young child and relate these to a social context | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Food Studies and Culinary Skills 1
Plan, prepare, cook and present simple, well-balanced meals for individuals and groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Food Studies and Culinary Skills 2
Plan, prepare, cook and present simple, well-balanced meals for individuals and groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Textiles -
Work with fabrics and practice the skills needed for producing two finished pieces | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Personal Hygiene
Understand and recognise the need for personal hygiene practices | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Design and Craft work-Design and Assembly
Work with a range of textile materials to design and assemble a piece of work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Childcare Project
Describe the basic physical, mental and emotional development of the young child | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun



Work in progress



Work completed



Childcare

HE

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Describe and demonstrate the practical skills needed to care for a baby

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|--|--|
| 1 | Outline conception, gestation and birth of a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Describe the different stages of pregnancy | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | List the steps to follow for a healthy pregnancy | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | List the essential equipment needed for a new baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Choose suitable clothing for a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Explain the advantages and disadvantages of breast and bottle feeding | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Sterilise and prepare a baby's bottle | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Plan a healthy, balanced diet for a baby at different stages of development, e.g. weaning, one year old | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Suggest the steps to follow to create a safe environment for a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Demonstrate the safe handling of a baby for example feeding, changing, bathing and dressing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Explain the importance of immunisation and name some of the injections needed | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Identify the emotional and physical needs of a young baby, for example love, security, comfort and stimulation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | Name some of the people and services which can help parents cope with a young baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Civic Social and Political Education, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Child Development

HE

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Describe the basic physical, mental and emotional development of the young child and relate these to a social context

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Describe the conception, gestation and birth of a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Describe different stages in the physical development of a young child | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Describe different stages in the mental development of a young child | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe different stages in the emotional development of a young child | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give examples of some of the special needs with which some children are born 6. Give different examples of family structures, for example, single parents, nuclear and extended | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe some of the roles people have in families | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Suggest ways in which family structures can change | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Explain some of the legal duties family members have, for example parents to support, protect and educate children | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 List some of the formal and informal support services which can help people cope with family life | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Civic Social and Political Education, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Food and Culinary Skills 1

HE

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

Date Commenced: / /

Date Awarded: /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Follow a simple recipe | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Weight and measure foods using the correct equipment for example, scales, jug, cup and spoon | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Prepare food, for example wash, peel, chop, dice, grate, slice | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Follow the basic steps for hygienic handling of food | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Practise oven cooking i.e. baking, roasting, microwave and casserole | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Practise hob cooking i.e. frying, boiling, poaching | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Practice grilling and / or barbecue | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Choose the correct kitchen utensils for different tasks | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Follow the basic steps for keeping the kitchen clean | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Be aware of the nutrients and the five food groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Plan a meal for a group keeping a balance between the five food groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Plan and prepare meals for different between the live food groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Wash, dry and put away dishes / utensils leaving the work unit ready for the next person | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 Prepare, present and evaluate finished dishes for individuals and groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 Summarise the main guidelines for healthy eating | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 Choose the appropriate temperature for individual dishes | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 Use kitchen equipment safety | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18 Evaluate preparation and food handling skill | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, ESS

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

Food and Culinary Skills 2

HE

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|----|---|--|
| 1 | Be aware of "No!" list of nutrients found in foods | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | List the five food groups / know the pyramid | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Prepare a meal for an individual / couple | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Prepare a meal for a group of three or more | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Plan a meal for two of the following four groups of people: children, teenagers, vegetarians, elderly people | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Evaluate finished dishes for individuals / groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Know the healthy eating guidelines | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Compare a convenience product with the homemade equivalent | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Examine a range of food labels in relation to healthy eating | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Produce a range of dishes (using meat, vegetables, fruit, milk and cheese) from the shelves of the food pyramid | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Show a basic knowledge of theory related to above dishes (i.e. effects of heat on milk, meat, cheese / the percentage of nutrients in each dish) groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 | Plan a meal for an individual keeping a balance between the five food groups | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, ESS

Work begun ☒ ☐ ☐ | Work in progress ☒ ☒ ☐ | Work completed ☒ ☒ ☒

Textiles

HE

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Work with fabrics and practise the skills needed for producing two finished pieces

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Identify different fabrics and tell the difference between synthetic and natural fibres | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify the purposes for which different fabrics are best used | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Explain how to care for different fabrics and recognise the care label symbols | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Correctly use a measuring tape | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Take body measurements accurately | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Join fabrics using simple hand stitches | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Use sewing equipment correctly, for example scissors, pins and tailor's chalk | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Correctly thread, use and control a sewing machine safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Join fabrics using a sewing machine | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Use an iron safely | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Lay out and cut out an item from a simple pattern | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Make up a simple item of clothing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 Make up a simple household item | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 Recycle fabrics e.g. use old denims to make bag, old jumper to make wool hat | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun ☒ ☐ ☐ | Work in progress ☒ ☒ ☐ | Work completed ☒ ☒ ☒

Personal Hygiene

HE

Statement Code no: 8

Student:

Class:

At Junior Certificate level the student can:

Understand and recognise the need for personal hygiene practices

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Wash hands and nails correctly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Have clean hair and appropriately tied back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Have clean apron | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Choose correct products for basic hygiene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Describe how to wash hair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Describe how to clean hair brush and comb | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Recognise importance of washing hands before handling food, after using toilet, after touching face and hands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Recognise importance of wearing clean underwear and frequency of change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | List the consequences of poor hygiene, health and food contamination | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Recognise suitable footwear for use in kitchen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun ☒ ☐ ☐ | Work in progress ☒ ☒ ☐ | Work completed ☒ ☒ ☒

Design and Craft work – Design and Assembly

HE

Statement Code no: 9

Student:

Class:

At Junior Certificate level the student can:

Work with a range of textiles materials to
design and assemble a piece of work

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Name 5 textile based crafts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Research one craft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | List of stages of the design process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Choose the appropriate textile for the chosen craft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Cut textiles safety using the correct tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Shape textiles safety using the correct tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Produce sketch drawings of the pieces of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Transfer markings correctly onto textiles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Assemble the craft item | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Compile a written report of the process followed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Evaluate finished product | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun ☒ ☐ ☐ | Work in progress ☒ ☒ ☐ | Work completed ☒ ☒ ☒

Childcare Project

HE

Statement code no. 10

Student:

Class:

At Junior Certificate level I can:

Describe the basic physical, mental and emotional development of the young child

Date Commenced: / /

Date Awarded: / /

Learning Targets I can...

- | | |
|--|--|
| 1 Describe the conception, gestation and birth of a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Describe the development of a baby during pregnancy | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 List the steps to follow for a healthy pregnancy | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Describe the physical development of a child up to 1 year | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Describe the mental development of a child up to 1 year | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe the emotional development of a child up to 1 year | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain the advantages and disadvantages of breastfeeding a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Explain the advantages and disadvantages of bottle-feeding a baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Compile a checklist to be given to the parent of a child to compare their physical, mental and emotional development with the research findings. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Religious Education, Science, SPHE, Cross Curricular

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐